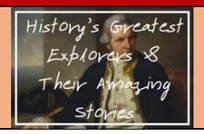
Singleton Church of England Primary School
Progression of knowledge
Geography - Y4

	Year 4 – Unit 1 **The Americas** 	**Year 4 – Unit 2** **Rivers and the Water Cycle** 	**Year 4 – Unit 3** Earthquakes and Volcanoes 
SUBSTANTIVE CONCEPTS Substantive concepts are concepts that children will come across repeatedly throughout their education in Geography	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources
KEY VOCABULARY	Continent, country, state, city, equator, hemisphere	River, evaporation, condensation, flow, rainfall	Crust, Earth, core, mantle, tectonic plate, crater, eruption, eathquake
GEOGRAPHICAL SKILLS	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	• Knows and has a better understanding of their locational and place knowledge • Knows about north and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • Knows some geographical similarities and differences through looking at regions in north and South America • Knows to associate weather/climate with landscape and environment • Knows how to maps, atlases, globes and digital/ computer mapping • Learn to use the eight points of a compass.	• Knows and can name and locate some of the UK's and the world's most significant rivers and mountain environments • Knows the features of a named river (the River Thames) in the UK, from source to mouth • Knows how rivers and mountains are formed • Knows some of the processes associated with rivers • Knows where rivers and mountains fit into the water cycle	• Knows and can describe and understand the key aspects of volcanoes and earthquakes • Knows that the distribution of earthquakes and volcanoes follows a pattern • Be introduced to plate tectonics. • Knows about the 'pacific ring of fire'.
MAKING CONNECTIONS **Key knowledge**	**Year 3** • Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys. **Year 5** • Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	**Year 5** • Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys	**Year 3** • Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys. **Year 5** • Name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.

DISCIPLINARY KNOWLEDGE/ GEOGRAPHICAL SKILLS Disciplinary concepts are concepts used in the study of Geography. They form the basis of many questions' Geographers ask about the past. Disciplinary knowledge includes all the skills that children will need to develop over time in their Geography lessons. They are skills that enable us to critically analyse the world around us. **Key Assessments – Highlighted are the focus but other points will be worked on across the units**	**Mapping** ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances Relate measurement on large-scale maps to measurements outside. **Fieldwork** ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos **Enquiry and Investigation** ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. **Communication** ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. **Use of ICT/Technology** ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & website	**Mapping** ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances Relate measurement on large-scale maps to measurements outside. **Fieldwork** ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. 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